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ABSTRACT

Resulting from a House Appropriation Subcommittee's interest in the need for adequate school facilities for reservation American Indian children in public school districts, a survey of the construction aid needs of all eligible districts was conducted. Objectives were to: analyze and interpret data from school districts in the 23 States participating in the Johnson-O'Malley Act program; evaluate closely related and concomitant information pertaining to enrollment growth, Indian impacts, resources ability factors, with a priority basis to follow; and develop general policy and guidelines for use by the Bureau of Indian Affairs in funding construction in areas of high Indian enrollment and for meeting backlogs which along with the regularized program will provide a total Federal policy to improve Federal interaction with Indian impacted public school districts. Questionnaires were sent to some 458 public school districts; 162 districts in 21 states responded. Some findings were: immunity of Indian reservation lands from taxation is an important factor in the school district's ability to finance needed facilities; based on the widely accepted ability measure, the amount of taxable evaluation behind each child, Indian related school districts are much "poorer" in comparison with similar type districts in their States; and unused bonding capacity is a vital factor in most school districts' ability to share the cost of constructing facilities for the education of reservation based Indian children. (NQ)

ED 099155

RESEARCH AND EVALUATION REPORT SERIES NO. 31

PUBLIC SCHOOL SURVEY OF CONSTRUCTION AID NEEDS RELATED TO THE EDUCATION OF RESERVATION INDIAN CHILDREN

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PUBLIC SCHOOL SURVEY OF CONSTRUCTION AID NEEDS RELATED TO THE EDUCATION OF RESERVATION INDIAN CHILDREN

[1973]

Under:

BUREAU OF INDIAN AFFAIRS

CONTRACT NO. 14-20-0150-1122

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SYNOPSIS OF SURVEY REPORT

1. This survey results from the interest of a House Appropriation Sub-Committee in the acute need for adequate school facilities for reservation Indian children enrolled in public school districts.
2. The record shows a severe backlog of urgently needed construction aid requests under P.L.81-815, exists.
3. Based on the cooperative and enthusiastic support given NITRC by public school, state and BIA personnel, it is believed that the study covers all eligible districts in need of construction aid. One hundred sixty-two (162) districts in 21 states responded to the survey questionnaires.
4. Enrollment of Indian children in the 162 districts increased by 16,811 students within the last 5 years. The school superintendents estimate that there will be an additional 19,428 Indian students to educate in these same districts within the next 5 years.
5. The immunity of Indian reservation lands from taxation is truly an important factor in the ability of school districts to finance needed facilities.
6. Based on the widely accepted ability measure, the amount of taxable evaluation behind each child, Indian related school districts are much "poorer" in comparison with similar type districts in the state where the district is located.
7. Unused bonding capacity is a vital factor in the ability of most school districts to share in the cost of constructing

facilities related to the education of reservation based Indian children. The amount of unused bonding capacity that can be considered realistically as an available local resource in computing the construction aid needs of otherwise eligible districts, is probably the most controversial item in the entire study.

8. The public school districts in the State of Nevada differ in many ways from the districts in other states and should be considered on an attendance unit basis in comparison with other districts in other states.

9. The justifications for needed facilities are based on three (3) principal factors; (1) rapid increases in the enrollment of Indian children; (2) replacement of temporary, unsafe and inadequate structures; and (3) housing for new and innovative programs for Indian students.

Forty (40) of the 119 high school districts specifically identified housing for new or expanded vocational shops as a major district need. Sixteen (16) districts reported they could enroll a total of 1,637 Federal boarding school students if their construction aid requests were funded.

NITRC personnel visited all major Indian impact districts (those enrolling 50% or more Indian children). Needs and justifications were verified.

Typical of the narrative justifications submitted, is the summary of one quoted the Bark-Harris District, Harris, Michigan. This minor impact district (approximately 10%

Indian students) is already bonded to the legal limit allowed by the State.

> "At present we have one small gym for physical education classes for the entire school district K-12 (769 students). The gym is occupied every hour of the school day. We are unable to provide the required physical and health classes because of the limited space.
>
> We need additional classroom space to expand our curriculum courses on Indian Culture, Handicraft, Indian Language and other courses of interest to all students.
>
> We need office space for our counselors. (Indian and School) office space for our consultants in remedial reading and special education, space for our community director, and conference rooms.
>
> By having the additional facilities we would be able to provide for courses and other activities that Indians would become interested, also would participate in community functions".

10. The rationale for a "liberal" interpretation of what constitutes minimum facilities to meet needs is reflected well in the Twentieth Annual Report of the Commissioner of Education pertaining to the Administration of Public Laws 81-874 and 81-815.

11. The survey shows that the urgency for construction aid is <u>now</u>.

12. In answer to the question, "If, P.L.815, as presently operated, was adequately funded, do you believe your needed funds could be secured under this Federal aid program?" The responses were:

    67 - <u>YES</u>, representing $141,266,215 or 72% of computed need total.

    95 - <u>NO</u>, representing $45,453,340 or 28% of computed need total.

<u>NO</u> responses resulted from: (1) some districts apparently not aware of recent "liberalization" of what constitutes "minimum

school facilities" under P.L.815; (2) some districts are so low on P.L.815 priority scales that requests are futile; (3) some districts fail to meet percentage requirements, and (4) some districts are confused with the lack of uniformity between the U.S. Office of Education and the BIA in counting Indian children for program eligibility purposes.

A majority of public school superintendents favor a BIA authority to provide construction aid.

13. Summaries of the grand total of needs is shown in the following table:

Total cost estimate of the 162 reporting districts for all needed facilities is:	$ 237,962,723
Total cost using all available local resources (principally unused bonding capacity):	163,949,044
Total cost using one-half of the unused bonding capacity as a resource:	190,764,745

14. Seventy-five (75%) percent of the cost estimates submitted by the districts are considered to be valid.

15. Tribally operated schools under BIA contracts were not considered as a part of the public school survey except for one Indian high school which expects to become a public high school within five (5) years.

16. Eighty-six (86) districts in 17 states reported no Federal construction aid is needed.

17. Our priority measurement was adapted from the method used by P.O.815 and the distric priorities range from 200 (the highest index) to 1 (the lowest).

18. The recommendations include a suggested policy guide for the BIA; namely,

1. That, the Bureau of Indian Affairs, in its contact relationships with the higher echelons of the Administration and the Committees of Congress, recommend that the present program under P.L.815, as amended, be continued as the most logical way to meet the acute construction aid needs of Indian and other Federally impacted public school districts with the important modification that the allocation of funds to Section 14 be increased to 50% of all available funds.

2. That, the Bureau of Indian Affairs seek legislative authority to construct elementary school facilities for the public schools with large Native impacts in the State of Alaska without impairment of the right of such schools to seek funds under P.L.815, as amended; and

3. That, the Bureau of Indian Affairs seek broad legislative authority to provide grants to Indian impacted public schools for the construction of needed facilities in the event that P.L.815 is not funded to a sufficient level to meet the acute backlog of needs identified in this study.

It is recommended that the amount of any grant to any individual district should be determined only after a sound engineering survey of needs and costs, and after consideration of the extent that local potentially available resources can be considered realistically in determining the local share of a total project.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
OBJECTIVES OF THE STUDY	2
DESIGN FOR THE STUDY	2
THE WORKING PLAN	3
SURVEY CONTACTS	4
RESPONDING DISTRICTS	4
TYPE OF DISTRICTS RESPONDING	5
INDIAN IMPACT	6
GROWTH IN SCHOOL ENROLLMENT	7
ABILITY FACTOR -- TAXABLE VALUATIONS	8
AVAILABLE LOCAL RESOURCES	9
NEVADA, AN "UNUSUAL" STATE	12
EFFORT TO FINANCE EDUCATION	13
TYPES OF CONSTRUCTION AID NEEDS	13
JUSTIFICATION OF NEEDS	15
IN SUMMARY	17
CONSTRUCTION AID NEEDED NOW	19
IS THE P.L.815 PROGRAM ADEQUATE?	19
THE COST OF NEEDED FACILITIES	21
SUMMARIES	21
LATE REPORTING DISTRICTS	22
TRIBALLY OWNED SCHOOLS	22
DISTRICTS NOT NEEDED FEDERAL CONSTRUCTION AID	22
PRIORITIES	23
RECOMMENDATIONS: DISCUSSION OF ALTERNATIVES	29
RECOMMENDATIONS: A SUGGESTED POLICY GUIDE	34
APPENDIX CONTENTS	36

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INTRODUCTION

Federal interest and participation in the many facets of Indian affairs is apparent in the laws and programs affecting various agencies of the Federal Government. This survey and study results from the manifested interest of a House Appropriation Sub-Committee in the public school construction aid needs related to the education of reservation based Indian children. The Bureau of Indian Affairs was authorized to contract for the survey. The National Indian Training and Research Center (NITRC, a private Indian corporation) was awarded the contract on January 2, 1973.

Construction of needed facilities has not kept pace with the growing school enrollments in federally affected areas. A brief review of Federal construction aid to public schools reveals the pattern. Based on the 1970 U.S.O.E. Twentieth Annual Report of the Administrator of Public Laws 874 and 815, a total of $1,174,279,642 has been reserved or provided public school districts in Federally impacted areas. Of this total $61,741,107 has been reserved or provided under Section 14 which principally serves districts educating Indian children.

As late as 1970, reports of the U.S.O.E. showed 53 project applications on file under Section 14 of P.L.815 with an estimated entitlement of $38,469,719 and only $1,504,865 allocated to meet this need. Many other districts report that they have not filed P.L.815 applications because of the apparent futility. The construction aid needs have been compounded since 1970.

Intermittently, the Congress has provided construction aid funds to public school districts through the BIA construction

budget (without formal Congressional Authorization). This reached a climax (money wise) in the F.Y. budgets of 1972 and 1973 when $4,311,500 was designated for five (5) projects in the three states of Montana, North Dakota and South Dakota.

Referring apparently to this process, an appropriation sub-committee reports:

> "Occasionally, the committee has approved funding for a few of these schools where the situation appeared to be critical. However, the problem has intensified each year and has now reached the point where the committees can no longer provide funds for construction of these schools in a hit-and-miss manner without increasing the appropriation far beyond all totals envisioned by those responsible for budgeting proposals."

OBJECTIVES OF THE STUDY

(1) To survey the construction aid needs in the school districts of the 23 states that participate in the Johnson O'Malley Act program and to analyze and interpret the data with help of the computer. It is a further objective to evaluate additional breakdowns of closely related and concomitant information pertaining to enrollment growth, Indian impacts, resources ability factors and a priority basis to follow.

(2) To develop general policy and guidelines to be used by the Bureau of Indian Affairs in connection with the funding of public school construction in areas of high Indian enrollment. The guides are to establish a feasible methodology for meeting backlogs (on a priority basis) which along with the regularized program will provide a total federal policy to improve Federal interaction with Indian impacted public school districts.

DESIGN FOR THE SURVEY

A study of the Directory of Public Schools served by JOM funds reveals another basic category to better identify Indian impacted districts. Some 40 districts have over 33% Indian impact, many approaching 50%. Many of these are known to be "poor"

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districts. Hence, it was proposed to identify the districts in the following manner:

Major Impact - with 50% or more Indian enrollment

Heavy Impact - with 33% to 50% impact

Minor Impact - under 33% impact

Unusual Impacts -

Unusual district situations were to be identified in a special category. These are county-wide districts with major Indian impacts in certain attendance centers and districts that educate out-of-district Indian children. These and any others are to be analyzed as separate unusual situations.

THE WORKING PLAN

The working plan was to develop carefully devised survey questionnaires.* They were developed for easy completion by local school superintendents and for coordination with essential information required in P.L.815 applications. They were designed also for equating priority schedules. The data collected was to be computerized for the development of various tallies reflecting Indian impact (based on enrollment data and growth rates), effort and ability to finance needed construction needs with full justifications. The questionnaires were designed to also solicit policy recommendations of both state and school district personnel. A separate report was requested from states and district personnel concerning eligible districts that do not request construction aid and why.

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*See Appendix for a copy of the questionnaire.

The plan called for the closest possible cooperation with State departments of education and BIA area personnel in arranging initial contacts. All levels of Indian education were to be utilized. Follow-through and follow-ups were to be made to all major impact districts by NITRC personnel.

In support of the methodology the Government through the U.S. Office of Education has granted (through 1970) $1,174,279,642 under P.L.815, as amended, through essentially the same method herein proposed to determine school construction needs.

SURVEY CONTACTS

Some 458 school districts were contacted in 23 states. These districts were identified by the FY 1973 bulletin Directory of Public Schools served by Johnson-O'Malley funds. All states with Indian education personnel in the State Departments of Education were contacted and the survey forms were provided to the districts through their own State Department of Education. Districts in states without liaison personnel at the state level were initially contacted through BIA personnel. Follow-up contacts were made by letters and telephone and on-site visits (to major impact districts) by NITRC personnel.

RESPONDING DISTRICTS

One hundred sixty-two (162) public school districts in 21 states responded to the questionnaires. The districts in Florida and Mississippi did not respond (probably because of the relatively few Indian children in their schools). The two JOM participating districts in Colorado responded, but reported no construction aid needs. Thus 162 in 20 states responded and reported construction aid needs.

Eighty-six (86) districts in 17 states reported no needs.

Some districts operate coterminous but legally separate elementary and high school districts. Most of these reported as one district instead of two; hence they are reflected in the survey data as only one district.

Six (6) school districts (2 in Minnesota and 4 in New Mexico) responded to the questionaires too late to be included in computer breakdowns of related data. However, essential information pertaining to these districts is shown only in the latter part of the report. This increases the total number of districts (showing need) from 162 to 168.

From conversations with state education personnel it can be assumed that the districts which failed to report have little or no construction aid needs related to the education of reservation Indian children.

TYPE OF DISTRICTS RESPONDING

Most districts reporting needs (or a total of 114) have kindergarten through high school programs. Forty-three (43) districts teach only the elementary grades and five (5) districts have only high school programs. All elementary districts also have kindergarten programs with the exception of six (6) districts. One of these (Whiteriver, Arizona) had to abandon the kindergarten program because of the lack of facilities to house the youngsters. The table that follows (next page), shows grades taught in the three basic district types: (1) elementary, (2) high school, and (3) joint elementary and high school.

Number	Type of Grades Taught
114	Kindergarten, elementary and high school
43	Kindergarten, elementary
6	Elementary
5	High School
162	

INDIAN IMPACT

The following table reflects the number and category of Indian Impact by states in the 162 reporting districts.

State	Major	Heavy	Minor	Unusual	N
Alaska	8	1	2	0	11
Arizona	12	0	4	0	16
California	0	1	5	0	6
Idaho	0	0	1	0	1
Iowa	0	0	1	0	1
Kansas	0	1	1	0	2
Michigan	0	0	4	0	4
Minnesota	2	0	1	0	3
Montana	13	1	5	1	20
Nebraska	2	0	1	0	3
Nevada	0	0	0	8	8
New Mexico	5	0	0	0	5
North Dakota	2	0	2	0	4
Oklahoma	13	11	11	0	35
Oregon	0	0	2	0	2
South Dakota	3	2	5	1	11
Utah	0	1	0	0	1
Washington	5	0	14	2	21
Wisconsin	0	0	4	0	4
Wyoming	3	0	1	0	4
N-162	68	18	64	12	162

GROWTH IN SCHOOL ENROLLMENT

The enrollment in the public schools (162 districts) educating reservation based Indian children has increased the past 5 years, a total of 23,502 students. Based on the number of children, Arizona and New Mexico show phenominal increases in Indian students. The table below reflects both the number and the percentage of increase in the total school enrollment along with the Indian increase in the same districts. The table is ranked from the highest percentage of total school enrollment to the lowest by states.

PAST FIVE YEAR GROWTH RATES

STATE	TOTAL DISTRICT GROWTH (N)	(5 YEAR % GROWTH)	TOTAL INDIAN GROWTH (N)	(5 YEAR % GROWTH)
Arizona	10,562	(56)	4,330	(47)
New Mexico	4,358	(24)	6,807	(86)
Alaska	848	(19)	452	(22)
South Dakota	1,443	(17)	930	(30)
Utah	396	(17)	637	(101)
California	681	(16)	130	(22)
North Dakota	268	(15)	394	(53)
Minnesota	426	(14)	165	(17)
Wisconsin	436	(14)	114	(46)
Iowa	217	(9)	22	(11)
Michigan	220	(7)	171	(63)
Nebraska	49	(6)	0	(0)
Oklahoma	758	(6)	1,667	(57)
Washington	2,342	(6)	442	(15)
Kansas	32	(3)	110	(94)
Montana	295	(2)	0	(0)
Oregon	171	(2)	12	(2)
Idaho	0	(0)	30	(10)
Nevada	0	(0)	398	(36)
Wyoming	0	(0)	0	(0)
	23,502		16,811	

The school superintendents estimate there will be an additional 19,428 Indian students to educate in these same districts within the next five (5) years.

INDIAN LANDS

The land area of districts reporting vary from a few hundred acres to several thousand square miles. Indian reservation lands encompass only a portion of some districts. In others, the district is located entirely within the reservation boundaries. In the table below, districts are grouped in terms of the percent of Indian tax exempt lands that comprise their districts. The extent of other Federal lands known to exist in some districts was not included in the study.

No. of Districts	-	Percent (%) of Indian Land within Districts
62	-	0 - 10%
56	-	11 - 50%
19	-	51 - 89%
25	-	90 -100%
162		162

ABILITY FACTOR--TAXABLE VALUATIONS

Probably the most widely accepted measure of the ability of school districts to finance education operations is the amount of taxable valuation behind each child in the district. To be meaningful this has been computed in terms of the percent of state average taxable valuation behind each child in the particular state where the district is located. Only 24% of the Indian related districts exceed the state average per pupil taxable evaluation. This means that 76% of the reporting districts have

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computered per pupil taxable evaluations below their particular state average for similar type districts. There is a high relationship between "poor" districts (as measured by per pupil valuations) and their construction aid needs.

The table below shows the number of districts by groups in relation to the percent of state average per pupil valuation.

No. of Districts	Percent (%) of State Average Per Pupil Valuation
38	0 - 25%
39	26 - 50%
26	51 - 75%
19	76 -100%
40	Over 100% (that is, exceeds state average)
162	

AVAILABLE LOCAL RESOURCES

All but eight of the 162 districts in need of construction aid assistance reported some available local resources. Some districts have cash accrual accounts for capital outlay purposes, principally buildings and equipment. Most districts have unused bonding cpacities in sufficient amounts as to be practically considered as an available local resource. The extent to which the unused bonding capacity should be considered as a local resource in computing the construction aid needs of otherwise eligible districts is probably the most controversial item in the entire study.

Since unused bonding capacity is a potentially available local resource we have computed the construction aid needs in two ways: (1) by considering all the unused bonding capacity as an available local resource and (2) by considering only one-half

of the unused bonding capacity as an available local resource.

This study shows that minor Indian impact districts would be particularly adversely affected if the total unused bonded capacity is considered as an available local resource in computing the amount of Federal participation for otherwise eligible districts. Those districts that already have bonded indebtedness that equals one-half or more of their total bonding capacity allowed by state law, report their inability to pass another bonding program.

The table on the following page shows the ratio of unused bonding capacity to the total estimated cost of needed facilities by categories of districts. The ratio is expressed in the percent that total unused bonding capacity bears to total need cost. The table presents the number of districts in each percentage category.

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RATIO OF UNUSED BONDING CAPACITY TO ESTIMATED COST OF CONSTRUCTION NEEDS

STATE	LESS THAN 5%	6-25%	26-50%	51-75%	76-100%	OVER 100%	TOTAL
Alaska	2	4	1	1	2	1	11
Arizona	9	5	0	2	0	0	16
California	0	0	0	0	1	5	6
Idaho	0	0	0	1	0	0	1
Iowa	0	0	0	0	1	0	1
Kansas	1	0	1	0	0	0	2
Michigan	1	0	1	0	0	2	4
Minnesota	3	0	0	0	0	0	3
Montana	5	6	4	3	0	2	20
Nebraska	1	0	1	0	0	1	3
Nevada	0	0	1	1	1	5	8
New Mexico	2	1	0	1	1	0	5
North Dakota	2	0	1	1	0	0	4
Oklahoma	5	8	3	10	2	7	35
Oregon	1	0	0	0	0	1	2
South Dakota	0	2	4	2	1	2	11
Utah	0	0	0	1	0	0	1
Washington	1	1	3	2	2	12	21
Wisconsin	0	0	0	0	0	4	4
Wyoming	0	2	0	0	1	1	4
TOTAL	33	29	20	25	12	43	162

NEVADA, AN "UNUSUAL" STATE

In comparison with the 22 other states surveyed, Nevada presents many different factors and situations to equate. Nevada differs from other states in the following ways:

(1) Nevada has county-wide school districts. This distorts comparative percentages with other states especially in counties with nearly all-Indian schools in the remote areas.

(2) Nevada has a $5.00 constitutional tax limitation for all purposes. Thus taxing for schools must compete with all other state and local taxing.

(3) Nevada allows 15% of taxable valuation to be bonded for school facilities. This results in the inability to compute realistically the unused bonding capacities for purposes of this study, due to the constitutional limitation.

(4) All county-wide school districts have other types of Federal trust lands in addition to Indian trust lands. Approximately 83% of the state is tax-exempt due to Federal lands or Federally imposed trust on Indian lands. The impacts of other Federal tax-exempt lands affects Indian impacts.

(5) Many of the schools on Indian lands were formerly BIA operated schools. The Indian patrons of these schools still feel the BIA has a responsibility in assisting them to meet their education needs.

(6) The former "Indian" schools in the large county districts are located in isolated areas, usually great distances from the other schools in the system.

(7) Like other isolated schools attended by Indian children, there is the extra need for the facilities where good career training can be fostered.

EFFORT TO FINANCE EDUCATION

Information on local taxing efforts for all education operations was compiled from the past 5 year period. Attempts to show the relative tax effort of districts in comparison with similar type districts in the particular state was not meaningful due to yearly fluctuations and lack of uniform taxing programs within some states. It was not possible to establish any pertinent relationship between taxing for current school operations and the construction aid needs of the districts.

TYPES OF CONSTRUCTION AID NEEDS

Based on the survey reports the greatest need is for new buildings including totally new education complexes. Expansion of existing facilities, remolding of existing school plants and other types of needs were tabulated also. The other facilities include such needs as the development of playground areas, teacherages and equipment. Some projects may include the need for a new building as well as additions to other buildings and the remodeling of still other structures. The table on the following page shows the types of construction aid needs by states.

TYPES OF CONSTRUCTION AID NEEDS

STATE	New	Expansion	Remodeling	Other
Alaska	8	3	3	1
Arizona	11	9	3	0
California	5	3	2	0
Colorado	0	0	0	0
Florida	-	-	-	-
Idaho	1	1	1	0
Iowa	0	1	0	0
Kansas	2	1	0	0
Michigan	3	2	0	0
Minnesota	2	1	2	0
Mississippi	-	-	-	-
Montana	17	13	7	1
Nebraska	3	1	0	0
Nevada	6	5	3	0
New Mexico	5	4	2	0
North Dakota	2	2	0	0
Oklahoma	27	17	16	0
Oregon	2	2	0	0
South Dakota	10	4	5	2
Utah	1	1	0	0
Washington	15	14	10	2
Wisconsin	3	3	1	0
Wyoming	4	1	0	0
TOTAL	127	88	55	6

JUSTIFICATION OF NEEDS

The principal justification of needs as reported by public school personnel, is to provide space for expanding school enrollments. Second to this is the need to replace temporary, worn-out, unsafe and inadequate structures. Superintendents were asked, along with their narrative justifications, to check all the reasons shown in the six (6) categories that best relfect their needs. The number responding in this manner are shown as follows:

1. To house expanded enrollment - - 97
2. To replace temporary buildings - - 63
3. To meet health and safety standards - - 87
4. To develop housing for new and innovative programs - - 95
5. Will enable district to enroll Indian children now in Federal boarding schools - - 16
6. Other reasons - - 27

District officials were asked how many Federal boarding school students the district could accommodate if their construction aid needs were adequately funded. The responses of the sixteen (16) districts are in the table below.

STATE	School District	No. of Children
Alaska	Craig City	20
	St. Mary's Public Sch.	50
Arizona	Chinle #24	250
	Puerco #8	240
	Tuba City	150
Montana	Hays & Lodge Pole #50	40
	Lodge Grass	40
North Dakota	Dunseith #1	50
Oklahoma	Oaks Mission	10
	Salina J-16	56
	Wold Dependent #13	20
South Dakota	Smee Independent #4	20
	Waubay	60
Utah	San Juan County	606
Washington	North Beach #64	20
	Quinualt #87	5
		1,637

Typical of the narrative justifications is the one quoted from the Bark River-Harris District at Harris, Michigan. This is a minor impact district and one that is already bonded to the legal limit allowed by the state.

> "Approximately 10% (72 out of 769) of our students are Indians. We expect this total to exceed 95 students in a few years. All of the Indians are very poor achievers. They rank extremely low on the State Assessment Tests which are given annually to all 4th and 7th graders. Very few finish high school. The school considers attendance the major issue. If Indian students are absent 30%-50% of the time they naturally will be low achievers and will gradually "drop out."
>
> The Indians claim the problem is a lack of stimulation on part of the school. If we cannot stimulate the students, they will not come to school and perform to the best of their abilities. Probably we are both right.
>
> We believe we are moving in the right direction now. An Indian counselor has been employed this year. We have added three Indian women as aides to work primarily with Indian children, and an Indian man to teach Indian Culture and Language to any Indian or White child who wish to take the classes. Class size average 16-24 students per class.
>
> The major problem now is a place for them to "set their feet down." The Indian counselor uses the lunch serving area for an office. She has to leave while lunch is being prepared and served.
>
> The Indian aides bounce from room to room each period, wherever they can find a vacant room.
>
> The Indian Culture instructor does the same. They both use as many as six different areas during a six period day.
>
> We have a small physical education area that serves grades K-12. As many as 60-70 students use the gym and locker room area. One male teacher is responsible for all of the activities. He cannot do justice to such large groups. A female instructor will be employed for the female students. Both could have jointly running classes if the facilities were available.
>
> Indians, who are traditionally known as athletes, are holding back and are not even trying to participate in

education or athletics. We have only one Indian boy on our high school basketball team and three on our football team.

With added facilities more Indian students would become involved if they received more individual attention. Our main job, as I see it, is to re-instill pride in the Indians.

We cover a land area in excess of 190 square miles. We are near the large Escanaba School system (170 square miles with over 5,000 students).

There is no other direction for growth to expand but into the Bark River-Harris School System."

In Summary

"At present we have one small gym for physical education classes for the entire school district K-12 (769 students). The gym is occupied every hour of the school day. Many of the 7-12 grade students do not take gym because they are unable to schedule it. We are unable to provide the required physical and health classes because of the limited space. With additional facilities we would provide classes and other activities for all our school children and adults.

We need additional classroom space to expand our curriculum courses on Indian Culture Handicraft, Indian Language and other courses of interest to all students.

We need office space for our counselors. (Indian and School). Office space for our consultants in remedial reading and special education, space for our community director, and conference rooms.

By having the additional facilities we would be able to provide for courses and other activities that Indians would become interested, also would participate in community functions.

The present facility is adequate for 600 students. The district has been growing steadily. We anticipate 900 or more students in the next five years, with approximately 10% Indians.

Our present debt for building construction is $852,000, we are bonded to the maximum. Our district valuation is $4,800,000 and we levy a total of 20.2 mills for operation and debt retirement."

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The need for a "liberal" interpretation of school construction aid requests is no better reflected than in the twentieth Annual Report of the Commissioner of Education pertaining to the Administration of Public Laws 81-874 and 81-815. In this report the Commissioner reviews recent congressional committee action that support the changes in regulations affecting the Federal construction aid program operated under P.L.81-815.

> "As a result of changing educational needs, purposes and technology, and innovations occurring in elementary and secondary education, it is becoming common practice, particularly in larger school centers, to provide separate gymnasiums and separate auditoriums. During fiscal 1967, the definition of minimum school facilities in the Federal regulations was amended to permit the construction of such separate facilities with P.L.81-815 funds where the size of pupil enrollment and curriculum requirements justify separate facilities. Further liberalization has resulted from the amendments enacted by P.L.89-750, requiring applicants to consider excellence of architecture and design of any building constructed with the use of Federal funds by authorizing an amount not to exceed 1 percent of the project grant for incorporation of works of art in building plans, and by requiring that all facilities constructed with the use of Federal funds be made accessible to and usable by handicapped persons.
>
> When P.L.90-247 was under consideration, the congressional committees included in the reports on the bill a statement giving the legislative history of the "minimum school facilities" concept, and recommending the establishment of a more up-to-date concept of minimum school facilities than was included when the law was enacted in 1950 and amended in 1953. The report expressed the view that while the concept has served a useful purpose in the law and should be retained to prevent unnecessary or unwise expenditure of Federal funds, it needs to be modernized to fit the current trends in educational programs, techniques, and purposes; and that, with new devices for instruction becoming more widely used, minimum school facilities should include, in addition to regular classrooms, special rooms for speech therapy, remedial reading, music appreciation, language laboratories, electronic data processing, and other facilities and equipment necessary for and useful in conducting special programs or activities for educationally deprived children. The report suggested further that the criterion to be used in approving features in buildings or other specialized facilities should be the need of them

in the school program operated by the applicant school district; that is within the concept of minimum facilities to use Federal funds, particularly under subsections 14(a) and 14(b) in appropriate situations for construction of consolidated school facilities when small districts are merged, or to replace small isolated, inadequate buildings with modern facilities, even though the district may have enough classroom space to house all of the children. Also, considerable leeway may be exercised in determining what constitutes minimum school facilities in specific stituations in consultation with the State education agency.

A school district may have sufficient classroom space to accommodate the children in membership in its schools, but not have the minimum school facilities needed to conduct an adequate school program. In such cases, Federal funds under the Act may be approved as indicated above for the construction of the needed minimum facilities, such as library, administrative space, kitchen and cafeteria, or other noncapacity facilities."

It is of special interest to note that 40 of the 119 high school districts reporting, specifically identified the need for new or expanded vocational shop buildings as a major district need.

CONSTRUCTION AID NEEDED NOW

The survey forms provided the option of projecting construction aid needs for one to five years as against the facilities that are needed now.

Based on the reports the overwhelming need for Federal assistance is now. Only fourteen (14) of the 162 districts reported a portion of their needs projected within five (5) years. The cost estimate of projected needs is $6,839,652.

IS THE P.L.815 PROGRAM ADEQUATE?

Each superintendent was asked "If P.L.815, as presently operated, was adequately funded, do you believe your needed funds could be secured under this federal aid program?"

The responses were:

67 - Yes - representing $141,266,215 or 72%
of computed need total

95 - No - representing $45,453,340 or 28%
of computed need total

There are many reasons for the no responses. Many superintendents are not aware of the "liberalization" of what constitutes "minimum school facilities" provided under P.L.815 as a result of the Congressional committee report accompanying P.L.90-247. Other superintendents advised that while they might expect some funds under P.L.815, they felt the amount would be insufficient to meet their needs.

Probably the main reason for the no responses is the fact that P.L.815 counts only children whose parents actually live or work on the reservation trust land. This eliminates many Indian children who live "near" the reservation trust lands for P.L.815 construction aid purposes. The BIA counts all Indian children living on or near the reservation trust land for Johnson-O'Malley Act purposes. Hence the minor impact districts where the "on or near" problem exists, much favor a BIA authority to provide construction aid.

THE COST OF NEEDED FACILITIES

The cost of needed repairs and facilities is based on estimates submitted by the reporting districts. The basis of the cost estimates by category for the number of districts responding are:

Recent construction experience or architectural estimates	68
P.L.815 cost data	49
Overall square feet	5
Other	40

The category "other" represents the least objective basis for the estimates. In general, they are guesses or what is referred to as "horseback estimates." Seventy-five (75%) percent of all estimates are considered to be valid.

SUMMARIES

Total cost estimates of the 162 reporting districts for all needed facilities is:	$ 237,962,723
Total cost using all available local resources (principally unused bonding capacity) is:	163,949,044
Total cost using one-half of the unused bonding capacity as a resource is:	190,764,745

Other survey data by states, districts and impacts are shown in the Appendix.

LATE REPORTING DISTRICTS

The survey data of six (6) school districts (2 in Minnesota and 4 in New Mexico) were received too late to be included in the computer totals on which the tables in this report are based. Notwithstanding, basic information concerning the needs in these districts is shown in a table in the Appendix. Another school district (Red Lake, Minnesota) upgraded their original construction aid need estimate by $4,087,936) too late to be included in the computer total. The addition of these districts increases the computed need total by $12,933,515.

TRIBALLY OPERATED SCHOOLS

Some tribes operate schools under a BIA contract. The needs in these schools were not considered as a part of this public school survey. However, one such school, the Wyoming Indian High School, expects to become a public high school within 5 years. Needs data on this school are shown in the Appendix.

DISTRICTS NOT NEEDING FEDERAL CONSTRUCTION AID

Eighty-six (86) districts in seventeen states (17) reported no Federal construction aid is needed. Some have received prior Federal grants but most of the districts cited local bonding efforts as the primary reason for the adequacy of their school facilities. The identification of the districts and the reasons given for no construction aid needed is shown in the Appendix.

PRIORITIES

The most difficult part of the study is determining an objective priority measurement. The difficulty is trying to equate the needs between the schools when the problems and reasons for the problems are so different. Some schools need facilities due to rapid increases in enrollment; and others due to old, wornout, unsafe and already condemned structures. Still others may have adequate classroom space but desperately need a cafeteria, library, vocational shops, home economics laboratories, other auxillary space and especially teacherages in the vast isolated areas that characterize much of Indian country.

The difficulty of equating needs between schools on a priority basis is multiplied when such variables as the following are considered:

(1) The ratio of Indian children to non-Indians in the total school enrollment;

(2) The ability of school districts to finance needed facilities based on unused bonding capacity or the taxable valuation behind each child (the latter varies greatly in comparison with state averages for similar type districts); and

(3) The unusual situations mostly affecting large county-wide districts with major Indian impacts centered in one or more of the schools operated by the district.

The paramount principle in the development of priorities is the extent of assumed Federal responsibility to meet or share in providing for the needs of Indian children.

It is on a similar principle that the priority indexes have been developed and used in administering construction aid assistance to federally-affected areas under P.L.815 as amended.

The priority index under the P.L.815 program is based on the sum of the ratio (%) of federally affected children to the total school membership and the ratio (%) of the number of unhoused children to the adequately housed children computed to the end of the four (4) year increase period. However, the ratio (%) of the unhoused to housed children cannot exceed the ratio (%) of the federally-affected children to the total school membership. The above procedure is applied to each school district except in those instances, like the situations in Nevada, where the attendance units have been determined to be a more practical base.

For purposes of this study the P.L.815 priority index method has been adopted by substituting Indian children for federally affected children in the application of the priority index formula.

Based on the construction aid needs of the public schools reporting, the priority index for each district, beginning at the highest, is suggested and shown in the table on the following pages. The computed need totals (also shown) have not been adjusted to reflect a more realistic computed need for the unusual Indian impact districts such as the Nevada situation.

DISTRICT	STATE	PRIORITY INDEX	COMPUTED NEED
Santee C-5	Nebraska	200	$ 877,251
Heart Butte #1	Montana	194	1,987,171
Frazer #2 & #2B	Montana	164	1,000,208
Hays & Lodge Pole	Montana	164	2,772,729
St. Mary's	Alaska	160	217,750
Arapaho #38	Wyoming	155	80,000
Indian Oasis #40	Arizona	149	4,809,606
Ganado #19	Arizona	144	4,174,040
Kayenta #27	Arizona	143	1,715,000
Chinle #24	Arizona	142	11,205,494
Pelican	Alaska	140	526,205
Brockton #55	Montana	140	1,261,588
Tuba City El. #15	Arizona	139	13,605,548
Nett Lake #707	Minnesota	138	147,060
Red Lake #38	Minnesota	138	986,910
Incheliem #7	Washington	138	99,952
Taholah #77	Washington	137	790,949
Lame Deer #6	Montana	135	462,000
Mineral County	Nevada	135	0
Lodge Grass #27	Montana	134	2,262,652
Browning #9	Montana	133	14,687,681
Pryor	Montana	132	210,485
Whiteriver Elem. #20	Arizona	132	3,705,408
Sacaton #18	Arizona	130	1,268,301
Babb #8	Montana	130	150,237
Alchesay H.S. #2	Arizona	128	2,523,924
Monument Valley H.S.	Arizona	128	185,000
Dulce Indept. #1	New Mexico	127	200,000
Central Consolidated	New Mexico	125	506,562
Window Rock #8	Arizona	120	750,000
St. John #3	North Dakota	120	2,502,932
Ryal D3	Oklahoma	115	184,600
Shannon County Indp. #1	South Dakota	114	105,300
Box Elder #36	Montana	111	34,552
Ft. Washakie #21	Wyoming	109	46,605
Stony Point	Oklahoma	109	13,488
Hulbert #17	Oklahoma	109	0
Puerco #18	Arizona	107	605,000
Dahlonegah #29	Oklahoma	106	465
Magdalena #12	New Mexico	105	471,600
Bernalillo #1	New Mexico	105	773,000
Moccasin #10	Arizona	104	100,764
Gallup-McKinley	New Mexico	104	33,110,714

Powhattan #150	Kansas	102	$ 386,135
Waubay	South Dakota	101	4,419,200
Jefferson County #509J	Oregon	100	231,400
Edgar H.S. #4	Montana	100	828,322
Tenkiller #66	Oklahoma	100	141,000
Craig City	Alaska	98	1,971,294
Hardin	Montana	98	0
Elko County	Nevada	97	0
Wolf #13	Oklahoma	96	38,433
Greasy School #72	Oklahoma	95	24,428
Bell #33	Oklahoma	95	377,385
Smee Independent #4	South Dakota	95	267,837
Wellpinit #49	Washington	94	188,852
Harlem #12	Montana	93	581,554
Klawock City	Alaska	93	65,000
Cape Flattery	Washington	93	0
Humboldt County	Nevada	90	0
Eight Mile #6	North Dakota	90	388,000
Kenwood D-30	Oklahoma	90	31,150
Justice D-54	Oklahoma	90	0
Elmo #20	Montana	88	180,385
San Juan	Utah	86	1,200,000
Hoonah	Alaska	85	60,080
Dunseith #1	North Dakota	84	846,000
Todd County Independ.	South Dakota	84	361,772
White River Indp. #29	South Dakota	83	486,463
Mt. Adams #209	Washington	82	1,114,138
Nespelem #14	Washington	81	0
Nome	Alaska	80	2,233,073
Winnebago	Nebraska	80	171,065
Oaks Mission	Oklahoma	80	144,000
Churchill County	Nevada	80	113,500
Boone D-56	Oklahoma	80	40
Mill Creek Elem. #14	Wyoming	80	313,000
Rocky Mountain D-24	Oklahoma	79	12,746
Poplar #9	Montana	78	300,000
Graham #32	Oklahoma	76	0
Castle #19	Oklahoma	76	12,655
Shady Grove	Oklahoma	73	12,200
Pleasant Grove	Oklahoma	71	35,000
Oakville	Washington	70	182,593
Smithville	Oklahoma	70	165,000
Kodiac Island Borough	Alaska	66	400,000
Nome-Beltz Regional	Alaska	65	3,500,000
Grand View #34	Oklahoma	65	14,000
Kamsax 1-3	Oklahoma	64	237,000

Maryetta #22	Oklahoma	64	$ 17,654
Salina I-16	Oklahoma	63	255,796
Page #8	Arizona	63	0
New Town #1	North Dakota	61	63,532
Mary Walker #207	Washington	61	336,000
Wrangell	Alaska	59	1,925,000
Parker #27	Arizona	58	1,156,436
Wickliffe D-35	Oklahoma	57	18,615
Spavinaw D-21	Oklahoma	56	0
San Pasqual Valley Unif.	California	54	0
Nenama City	Alaska	53	275,418
Indiahoma #2	Oklahoma	53	30,000
Cottonwood D-4	Oklahoma	52	0
St. Ignatius	Montana	52	438,204
Fillmore D-34	Oklahoma	50	100,000
Andes Central Indp.#103	South Dakota	50	0
Curlew #50	Washington	48	610,000
Anadarko I-17	Oklahoma	46	122,295
Stilwall I-25	Oklahoma	44	452,000
Haines Borough	Alaska	44	709,557
Marysville #25	Washington	44	0
Bark River-Harris	Michigan	43	265,000
Mayetta-Hoyt #337	Kansas	43	860,000
Sisseton Independent	South Dakota	40	3,331,720
Baraga Township	Michigan	39	0
Gila Bend Elem & H.S.	Arizona	38	258,916
West River #18	South Dakota	38	0
Brimley 17-140	Michigan	37	224,034
Hammon Independent	Oklahoma	37	0
Bayfield Jt. #1	Wisconsin	36	0
Carnegie ISD 33	Oklahoma	35	391,518
Browler Jt. #1	Wisconsin	34	0
Port Angeles	Washington	34	0
Cusick #59	Washington	34	206,867
Walthill #13	Nebraska	30	0
Wind River #6	Wyoming	30	0
Canton Public Schools	Oklahoma	29	290,806
Round Valley Unified	California	28	0
Wolf Point #45	Montana	28	0
Grand Coulee Dam#301-J	Washington	26	0
North Beach #64	Washington	26	0
Indian Camp D-23	Oklahoma	25	0
Quinault #97	Washington	22	0
Hood Canal #404	Washington	20	0
Charlo #7	Montana	20	245,000
Quillayute Valley $402	Washington	20	0
Lakeland Union H.S.	Wisconsin	20	0

Carson City	Nevada	20	$ 1,855,548
Ronan	Montana	18	417,023
Wilmot Independent	South Dakota	18	1,720,000
Summit #19	South Dakota	17	61,315
Winner Independ. #110	South Dakota	16	21,449
Princeton Jt. Unified	California	16	0
Tama Community	Iowa	14	0
Park Rapids #309	Minnesota	14	0
Toppenish	Washington	12	0
Bishop Elementary	California	12	0
Lyon County	Nevada	12	6,400,000
L'amse Township	Michigan	11	0
Watonga Independent	Oklahoma	11	124,585
Hot Springs #14J	Montana	10	262,000
Valley Center Union	California	10	141,247
Umatilla County #16R	Oregon	8	0
Wisconsin Dell Jr. #1	Wisconsin	8	0
Pocatello #25	Idaho	6	1,496,060
Mountain Empire Unified	California	6	0
Nye County	Nevada	5	0
Brewster #11	Washington	5	164,000
Sunnyside #12	Arizona	4	1,263,682
Bellingham	Washington	3	0
Thurston #3	Washington	2	0
Clark County	Nevada	1	0
			$ 163,949,044

RECOMMENDATIONS: DISCUSSION OF ALTERNATIVES

Using data assembled, various alternatives were evaluated in the search for procedures or policies that would best set forth and present for Congressional action, the problem of the construction needs surveyed by this study. These alternatives are listed and discussed under numerical headings for the purpose of identification only with no significance to be placed upon the order of presentation. Every method analyzed will be ineffective if Federal funding is inadequate; however, at any given level of appropriation, it is believed the comments pertain.

1. Continue the existing presentation of public school construction needs to the Department of H.E.W. under the present P.L.81-815 authorizations and procedures.

This process would provide, in one request, all the public school construction estimates to meet Federal impacts as defined in the law. Information gathered indicates the authorization, generally, would cover the needs involving Indian children recognizing the Department of H.E.W. is empowered to meet special organizational, isolation, or financial anomalies by variations from general policy guidelines when deemed appropriate. Objections to this procedure are that Indian projects, under Section 14, have been assigned a lower priority compared with other Federal impacts. The lack of funding has prevented H.E.W. from making use of their discretionary authorities to give Indian needs, under Section 14, special attention.

2. Rely, as in the past, on (a) Congressional interest to provide additions to the BIA budget, of construction projects advocated by public school districts, and on, (b) the insertion, by BIA in its annual budget, as has been undertaken for Alaska, or projects to be transferred to the public schools upon completion.

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This process, in light of minimum P.L.81-815 funding and expenditure limitations, has been effective in meeting limited Indian needs. Objections to this process are that it fragments the Government's evaluation of construction aid to public schools; that it is based more on expediency than reasoned priority allocation to needs; that it deviates from accepted Congressional legislative and appropriative processes and is, therefore, subject to a parliamentary "point of order". The construction and immediate transfer of BIA facilities to public schools, as in Alaska, although involving important and pressing Indian education problems, might be considered of questionable legislative authority.

3. Seek legislation authorizing the inclusion, in the BIA budget, of funds to construct facilities for public schools educating Indian children, said projects to be developed either as financial grants to the public schools for construction or by the erection of such facilities by BIA construction procedures with transfer of titles to the public schools immediately upon building completion.

This process would consolidate all Federal funding for Indian educational purposes under one budget item and allow for thorough Congressional evaluation and action. It would permit the exercise of judgement in selecting the means of construction to best meet factors such as isolation, size of project, land ownership, and BIA or local construction capabilities. Objections to this process are that it splinters Federal treatment of public school impact situations; that it injects public school needs into the BIA budget; that it requires some duplication of evaluation effort with that used by H.E.W. for all other public school construction aid projects under P.L.81-815; that the Indian right to a free public school education could be compromised by involving BIA in

both advocating Indian rights to schooling and in providing school facilities; and that for the last ten (10) years, budget allocations to Indian school construction have been only 50% of that needed if known Federal school needs are to be met in the next ten (10) years.

4. Continue present P.L.81-815 authorizations and procedures using the data contained in this study to secure Administration or Congressional committee support to increase the present informal allocation of P.L.81-815 funds so that Section 14 projects could receive at least a 50% share of each annual appropriation.

This process would retain the established, and it is believed, effective procedures of H.E.W. in determining priorities, meeting exceptional situations, supervising design and construction of public school projects and would, according to the evaluations of this report, more nearly comply with the National policy toward our Indian citizens. It does not require legislative action. It can be developed by H.E.W. or through Congressional Committees on Education. This would retain Federal Assistance to public schools under one appropriation authority; would avoid duplication of staff supervising the allocation of funds, approval of projects and construction of buildings; and would utilize a process that is widely known and understood by public school administrators. It would centralize all public school requests at one agency for a more rational evaluation of priorities; would permit executive decisions on budgetary allowances for public school impacts; and would permit the channelling of all constituent requests to one Committee in each branch of the Congress. Objections to this procedure are that, while Indian program priorities have received much publicity, they have not been too vigorously supported under

Section 14 of P.L.81-815. Other schools and Federal agencies, benefiting by the other sections of P.L.81-815, relating principally to non-Indians, will have to be convinced of the National determination to implement the stated policy for Indians.

One other dimension to P.L.81-815 route for meeting all public school construction aid needs related to Federal impacts, is the fact that H.E.W. for P.L.81-815 purposes counts only children whose parents live or work on Federal properties (as defined in the law) while the BIA counts Indian children who live "on or near" reservations for program eligibility purposes. In application of the "on or near" principle, the BIA, in most state plans, counts all Indian children residing in the districts encompassing reservation tax-free lands for JOM Act program purposes. The desirability of uniform eligibility requirements seem apparent. Whether or not the P.L.81-815 regulations could be changed by administrative action to achieve uniform eligibility requirements between H.E.W. and the Interior Department is not known.

5. Seek legislative authority for the BIA to construct school facilities for elementary public schools in the State of Alaska without impairing the right of such schools to seek funds under P.L.81-815.

This process would provide for the particular problems associated with Alaska as a new state; with the developing borough organization of their public school districts; with the problems of small schools in isolated locations; and with the lack of local construction capability. It would assist the State in its willingness to assume responsibility for educating Native citizens and, as a general rule, would involve relatively small installations. Objections to this procedure are the continued involvement of BIA

in public school construction; the fragmentation of presenting public school impact needs to Congress; and the duplication of staff effort.

RECOMMENDATIONS - A SUGGESTED POLICY GUIDE

In fullest consideration of all factors compiled in this study that are inherent in the development of broad national policy, it is recommended;

1. That, the Bureau of Indian Affairs, in its contact relationships with the higher echelons of the Administration and the Committees of Congress, recommend that the present program under P.L.815, as amended, be continued as the most logical way to meet the acute construction aid needs of Indian and other Federally impacted public school districts with the important modification that the allocation of funds to Section 14 be increased to 50% of all available funds;

DISCUSSION: This can be done by Administrative or Committee action without a change in the law.

2. That, the Bureau of Indian Affairs seek legislative authority to construct elementary school facilities for the public schools with large Native impacts in the State of Alaska without impairment of the right of such schools to seek funds under P.L.815 as amended.

DISCUSSION: This would regularize a policy the Bureau of Indian Affairs has been following for years; namely, of constructing needed facilities in native villages and then turning them over to the public schools for operation.

3. That, the Bureau of Indian Affairs seek broad legislative authority to provide grants to Indian impacted public schools for the construction of needed facilities in the event that P.L.815 is not funded to a sufficient level to meet the acute backlog of needs identified in this study.

DISCUSSION: This would provide standby authority to the BIA in recognition of the difficulties there might be in securing increased appropriations for the P.L.815 program. BIA construction

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aid authority could be sought through changes in the Johnson-O'Malley Act or by separate legislative authority similar to that proposed by the Jackson Bill (S.1017) 93rd Congress, on which hearings are being held at the time of this report. The amount of the grant to any individual district should be determined only after a sound engineering survey of needs and costs and after consideration of the extent that local potentially available resources can be considered realistically in determining the local share of a total project. The priority procedures suggested in this report should assist in establishing order of consideration of requests.

It should be recognized that all plans hinge upon increased appropriations for construction aid purposes.

The National Indian Training and Research Center has the supporting exhibits on file of the basic survey data submitted by public school district personnel.

CONTENTS

Page

Table of Pertinent District Data 37

Table of Construction Aid Needs By Districts 44

Computed Needs of States By Impact 49

Wyoming Indian High School 50

Data Concerning Late Reporting Districts 52

Districts Reporting No Needs 53

Copies of Questionnaires and Forms Used 55

A Bit Of Levity. 61

DISTRICT	GRADES	ENROLLMENT CURRENT (% INDIAN)	5 yr. GROWTH NUMBER (%)	DISTRICT LAND % INDIAN	VALUATION PP % TO STATE AV.	ESTIMATED COST OF FACILITIES	LESS LOCAL RESOURCES	(COMPUTED) NEED
ALASKA								
Craig City	KEH	161 (70)	72 (45)	*N/A	26	$ 2,000,000	$ 28,706	$ 1,971,294
Haines Borough	KEH	474 (24)	65 (16)	*N/A	*N/A	2,233,770	1,514,213	709,557
Hoonah	KEH	284 (85)	0 (0)	*N/A	14	250,000	189,920	69,080
Klawock City	E	64 (97)	0 (0)	*N/A	18	90,000	25,000	69,000
Kodiack Is. Borough	KEH	2361 (33)	444 (23)	*N/A	28	400,000	0	400,000
Kenana City	KEH	230 (52)	16 (7)	*N/A	34	350,000	74,582	275,418
Nome	KEH	555 (80)	0 (0)	*N/A	33	2,500,000	266,927	2,233,073
**Nome-Beltz Regional	H	366 (80)	212 (13)	*N/A	*N/A	3,500,000	0	3,500,000
Pelican	KEH	41 (61)	16 (64)	*N/A	50	650,000	123,795	526,205
St. Marys	KEH	113 (98)	101 (84)	*N/A	6	250,000	32,250	217,750
Wrangell	KEH	616 (35)	116 (23)	*N/A	*N/A	2,750,000	825,000	1,925,000
TOTAL		5265 (47)	848 (19)	-	-	14,963,770	-	11,883,377
ARIZONA								
Alchesay H.S. #2	H	326 (80)	97 (42)	100	11	2,601,152	77,228	2,523,924
Chinle #24	KEH	3418 (86)	1533 (81)	99	35	12,000,000	794,506	11,205,494
Ganado #19	KEH	1698 (85)	453 (36)	99	53	4,180,427	6,387	4,174,040
Gila Bend	KEH	816 (13)	64 (9)	2	58	1,000,000	741,084	258,916
Indian Oasis #40	KEH	1022 (95)	423 (71)	100	5	4,834,100	24,494	4,809,606
Kayenta #27	KE	1050 (90)	375 (56)	98	43	1,750,000	35,000	1,715,000
Moccasin #10	KE	18 (55)	0 (0)	36	82	120,000	19,236	100,764
Monument Valley	H	506 (87)	278(122)	98	45	600,000	415,000	185,000
Page #8	KEH	2036 (25)	1233(153)	93	90	1,500,000	1,800,000	0
Parker #27	KE	1275 (29)	233 (21)	50	78	1,302,646	146,210	1,156,436
Pierco #18	KE	714 (70)	188 (38)	56	106	850,000	220,000	650,000
Sacaton #18	KE	868 (99)	520(149)	96	18	1,400,000	131,699	1,268,301
Sunnyside #12	KEH	9833 (2)	3683 (60)	37	46	3,150,000	1,886,318	1,263,682
Tuba City #15	KE	1711 (90)	817 (91)	99	15	13,678,170	72,622	13,605,548
Whiteriver Elem #20	E	1295 (91)	262 (25)	100	7	3,782,636	77,228	3,705,408
Window Rock #8	KEH	2562 (86)	413 (19)	99	21	750,000	0	750,000
TOTAL		29,148 (46)	10562 (56)	-	-	53,499,131	-	47,372,119

*Not available
**Owned and supported by the state

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DISTRICT	GRADES	ENROLLMENT CURRENT	(% INDIAN)	5 yr. GROWTH NUMBER	(%)	DISTRICT LAND % INDIAN	VALUATION PP % TO STATE AV.	ESTIMATED COST OF FACILITIES	LESS LOCAL RESOURCES	(COMPUTED) NEED
CALIFORNIA										
Bishop Elementary	E	1561	(12)	111	(8)	1	151	$ 300,000	$ 1,656,417	$ 0
Mountain Empire Unified	KEH	1015	(3)	164	(19)	6	190	1,600,000	2,000,000	0
Princeton Junction Un.	KEH	340	(9)	10	(3)	1	296	600,000	1,800,000	0
Round Valley Unified	KEH	394	(28)	43	(12)	4	160	409,073	879,331	0
San Pasqual Valley	KEH	662	(47)	43	(7)	8	87	200,000	492,411	0
Valley Center Union	KE	739	(6)	310	(75)	6	250	1,250,000	1,108,753	141,247
TOTAL		4711	(15)	681	(16)	-	-	4,359,073	-	141,247
IDAHO										
Pocatello # 25	EH	11,966	(3)	0	(0)	47	64	6,000,000	4,503,940	1,496,060
TOTAL		11,966	(3)	0	(0)	-	-	6,000,000	-	1,496,060
IOWA										
Tama	KEH	2573	(8)	217	(9)	1	82	300,000	3,491,168	0
TOTAL		2573	(8)	217	(9)	-	-	300,000	-	0
KANSAS										
Mayetta-Hoyt #337	KEH	752	(16)	2	(1)	12	45	860,000	0	860,000
Powhatton #510	KEH	245	(43)	30	(14)	30	202	-750,000	363,865	386,135
TOTAL		997	(22)	32	(3)	-	-	1,610,000	-	1,246,135
MICHIGAN										
Bark River-Harris	KEH	769	(9)	126	(20)	3	35	265,000	0	265,000
Baraga Township	KEH	788	(15)	138	(21)	11	39	110,000	730,500	0
Brimley #17-140	KEH	542	(25)	46	(9)	2	53	399,500	175,466	224,034
L'Anse Township	KEH	1107	(11)	0	(0)	11	70	364,000	1,825,000	0
TOTAL		3206	(13)	220	(7)	-	-	1,138,500	-	489,034

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DISTRICT	GRADES	ENROLLMENT CURRENT (% INDIAN)	5 yr. GROWTH NUMBER (%)	DISTRICT LAND % INDIAN	VALUATION PP % TO STATE AV.	ESTIMATED COST OF FACILITIES	LESS LOCAL RESOURCES	(COMPUTED) NEED
MINNESOTA								
Nett Lake #707	KEH	91 (98)	0 (0)	100	1	$ 150,000	$ 2,940	$ 147,060
Park Rapids #309	KEH	2300 (7)	293 (15)	1	81	425,000	425,000	0
Red Lake #38	KEH	905 (99)	170 (23)	99	1	1,000,000	13,090	986,910
TOTAL		3296 (34)	426 (14)	-	-	5,662,936	-	5,221,906
MONTANA								
Babb	KE	77 (91)	7 (10)	71	*N/A	300,000	149,763	150,237
Box Elder	KEH	275 (86)	65 (30)	33	42	100,000	65,448	34,552
Brockton	KEH	215 (98)	46 (27)	49	42	1,297,000	35,412	1,261,588
Browning	KEH	2165 (80)	307 (17)	69	26	14,687,681	0	14,687,681
Charlo	KEH	300 (10)	0 (0)	26	65	300,000	55,000	245,000
Edgar	KEH	69 (43)	5 (8)	0	80	1,000,000	171,678	828,322
Elmo	KE	48 (38)	19 (65)	50	109	200,000	19,615	180,385
Frazer	KEH	205 (79)	4 (2)	35	*N/A	1,120,000	119,792	1,000,208
Hardin	KEH	1255 (36)	0 (0)	43	125	750,000	1,147,843	0
Harlem	KEH	420 (57)	70 (20)	55	108	1,000,000	418,446	581,554
Hays & Lodge Pole	Keh	230 (99)	0 (0)	96	6	2,788,825	16,096	2,772,729
Heart Butte	KE	196 (96)	20 (11)	95	*N/A	2,146,400	12,829	1,987,171
Hot Springs	KEH	372 (10)	8 (2)	0	87	262,000	0	262,000
Lame Deer	KE	350 (85)	41 (13)	98	29	500,000	38,000	462,000
Lodge Grass	KEH	525 (69)	0 (0)	48	50	3,200,000	937,348	2,262,652
Poplar	KE	705 (62)	0 (0)	49	96	800,000	500,000	300,000
Pryor	KE	70 (100)	18 (36)	48	142	300,000	89,515	210,485
Ronan	KEH	1252 (10)	119 (11)	47	84	1,000,000	582,977	417,023
St. Ignacius	KEH	645 (27)	106 (20)	46	69	592,240	154,036	438,204
Wolf Point	KEH	1203 (23)	0 (0)	49	101	350,000	754,437	0
TOTAL		10,577 (50)	295 (2)	-	-	32,694,146	-	28,238,191
NEBRASKA								
Santee #c-5	KEH	48 (100)	32(200)	16	9	900,000	22,749	877,251
Walthill	KEH	385 (15)	0 (0)	21	71	50,000	321,704	0
Winnebago	KEH	324 (71)	0 (0)	46	28	300,000	128,935	171,065
TOTAL		757 (44)	49 (6)		-	1,250,000	-	1,048,316

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DISTRICT	GRADES	ENROLLMENT CURRENT	(% INDIAN)	5 yr. GROWTH NUMBER	(%)	DISTRICT LAND % INDIAN	VALUATION PP % TO STATE AV.	ESTIMATED COST OF FACILITIES	LESS LOCAL RESOURCES	(COMPUTED) NEED
NEVADA										
Carson City	KEH	5215	(10)	1544	(42)	1	62	$ 4,000,000	$ 2,144,451	$ 1,855,548
Churchill County	KEH	3014	(6)	590	(24)	2	68	4,500,000	4,386,500	113,500
Clark County	KEH	75,800	(1)	0	(0)	1	103	110,000	101,486,042	0
Elko County	Keh	4052	(8)	43	(1)	2	131	400,000	7,463,119	0
Humboldt	KEH	1756	(10)	26	(2)	5	115	243,000	2,955,571	0
Lyon County	KEH	2574	(6)	485	(23)	4	140	12,149,183	5,749,183	6,400,000
Mineral County	KEH	1783	(13)	375	(27)	12	32	412,500	1,500,000	0
Nye County	E	771	(4)	138	(15)	5	211	225,000	2,877,300	0
TOTAL		94,965	(2)	0	(0)	-	-	22,039,683	-	8,369,048
NEW MEXICO										
Bernalillo #1	KEH	2835	(50)	250	(9)	55	31	1,133,000	360,000	773,000
Central Consolidated	KEH	5109	(83)	1630	(46)	97	171	2,080,000	1,573,438	506,562
Dulce Independent #1	KEH	698	(81)	80	(12)	80	197	800,000	600,000	200,000
Gallup-McKinley #1	KEH	13,008	(63)	2368	(22)	83	60	33,643,091	532,377	33,110,714
Magdalena #12	KEH	644	(56)	30	(5)	5	65	501,600	30,000	471,600
TOTAL		22,294	(66)	4358	(24)	-	-	38,157,691	-	35,061,876
NORTH DAKOTA										
Dunseith #1	KEH	761	(65)	88	(13)	13	10	875,000	29,000	846,000
Eight Mile School #6	KEH	178	(44)	38	(27)	3	52	750,000	362,000	388,000
New Town #1	KEH	803	(46)	129	(18)	5	30	114,532	51,000	63,532
St. Johns #3	KEH	300	(50)	18	(6)	62	10	2,538,500	35,568	2,502,932
TOTAL		2042	(55)	268	(15)	-	-	4,278,032	-	3,800,464
OKLAHOMA										
Anadarko I-13	KEH	2139	(31)	0	(0)	23	47	130,000	7,705	122,295
Bell #33	KE	267	(75)	29	(12)	70	6	355,000	17,615	377,385
Boone #d-56	KE	71	(75)	1	(2)	70	133	40,000	39,960	40
Canton	KEH	472	(29)	64	(16)	12	146	750,000	459,194	290,806
Carnegie ISD-33	KEH	885	(34)	8	(1)	26	71	800,000	408,482	391,518
Castle #19	KE	91	(40)	17	(23)	11	54	22,000	9,345	12,655

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DISTRICT	GRADES	ENROLLMENT CURRENT (% INDIAN)	5 yr. GROWTH NUMBER (%)	DISTRICT LAND % INDIAN	VALUATION PP % TO STATE AV.	ESTIMATED COST OF FACILITIES	LESS LOCAL RESOURCES	(COMPUTED) NEED
OKLAHOMA (Continued)								
Cottonwood D-4	E	78 (27)	28 (56)	1	10	$ 10,000	$ 49,337	$ 0
Dahlonegah #29	KE	109 (86)	2 (2)	66	21	16,000	15,535	465
Fillmore D-34	KE	76 (30)	0 (0)	30	39	111,765	11,765	100,000
Graham I-32	KEH	212 947)	22 (12)	16	40	48,000	58,616	0
Grand View #34	KE	314 (34)	148 (89)	7	38	40,000	26,000	14,000
Greasy #32	KE	254 (74)	67 (36)	50	17	50,000	25,572	24,428
Hammon Independent #66	KEH	297 (38)	0 (0)	4	170	125,000	316,950	0
Hulbert #17	KE	218 (66)	0 (0)	5	11	8,000	16,800	0
Indiahoma #2	KEH	259 (32)	2 (1)	16	69	103,000	73,000	30,000
Indian Camp D-23	KE	77 (32)	7 (10)	5	466	40,000	109,905	0
Justice D-54	KE	73 (85)	0 (0)	60	87	25,000	35,264	0
Kansas I-3	KEH	645 (38)	28 (5)	20	21	250,000	13,000	237,000
Kenwood D-30	KE	89 (85)	21 (31)	90	.10	37,000	5,850	31,150
Marble City D-35	KE	210 (54)	46 (28)	3	48	80,000	45,000	35,000
Maryetta #22	KE	217 (50	94 (76)	25	10	50,000	32,346	17,654
Oaks Mission	H	469 (51)	99 (27)	5	7	150,000	6,000	144,000
Pleasant Grove I-5	KEH	259 (38)	22 (9)	16	4	98,000	63,000	35,000
Ryal D-3	KE	71 (59)	0 (0)	50	33	200,000	15,400	184,600
Rocky Mountain D-24	KE	114 (43)	3 (3)	13	18	23,800	11,054	12,746
Salina I-16	KEH	775 (35)	76 (11)	36	20	258,796	3,000	255,796
Shady Grove #26	KE	85 (30)	1 (1)	6	28	30,000	17,800	12,200
Smithville	KEH	461 (32)	227 (97)	5	41	170,000	50,000	165,000
Spavinaw D-21	E	112 (31)	0 (0)	3	90	18,000	54,935	0
Stillwell I-25	KEH	1367 (32)	115 (9)	5	28	655,000	203,000	452,000
Stony Point	KE	76 (42)	21 (38)	15	140	42,000	28,512	13,488
Tenkiller #66	KE	214 (50)	100 (88)	5	33	250,000	109,000	141,000
Watonga Independent	KEH	1116 (11)	15 (1)	1	91	144,000	19,415	124,585
Wickliffe D-35	KE	57 (50)	0 (0)	64	50	30,000	11,385	18,615
Wolf Independent #13	KE	70 (40)	0 (0)	5	113	93,000	54,576	38,433
TOTAL		12,299 (37)	758 (6)	-	-	5,255,361	-	3,241,559
OREGON								
Jefferson City #509-J	KEH	2213 (30)	105 (5)	10	280	231,400	0	231,400
Umatilla County	KEH	3775 (4)	0 (0)	15	*N/A	600,000	11,800,000	0
TOTAL		5988 (13)	171 (2)	-	-	831,400	-	231,400

*Not available

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DISTRICT	GRADES	ENROLLMENT CURRENT (% INDIAN)	5 yr. GROWTH NUMBER (%)	DISTRICT LAND % INDIAN	VALUATION PP % TO STATE AV.	ESTIMATED COST OF FACILITIES	LESS LOCAL RESOURCES	(COMPUTED) NEED
SOUTH DAKOTA								
Andes Central Ind.#103	KEH	603 (19)	4 (1)	6	78	$ 700,000	$ 913,642	$ 0
Todd County Independent	KEH	1947 (61)	330 (20)	9	37	1,160,000	1,298,228	361,772
Shannon City Indp. #1	KEH	1397 (91)	362 (35)	83	24	725,000	619,700	105,300
Sisseton Independent#1	KEH	1652 (32)	31 (2)	12	58	4,500,000	1,168,280	3,331,720
Smee Independent #5	KEH	201 (95)	0 (0)	79	3	347,000	79,168	267,832
Summit Independent #19	KEH	248 (15)	11 (5)	1	102	75,000	13,695	61,305
Waubay Independent#184	KEH	512 (27)	0 (0)	21	73	5,075,000	655,800	4,419,200
West River #18	KEH	631 (21)	19 (8)	33	140	300,000	1,491,786	0
White River Indp. #29	KEH	448 (44)	31 (7)	36	116	1,500,000	1,014,537	486,463
Wilmot Independent #2	KEH	458 (18)	0 (0)	11	112	2,400,000	680,000	1,720,000
Winner Independent#110	KEH	1745 (8)	352 (25)	8	133	35,000	13,551	21,449
TOTAL		9842 (40)	1443 (17)	-	-	17,317,000	-	10,775,056
UTAH								
San Juan	KEH	2713 (46)	398 (17)	25	285	3,000,000	1,810,000	1,200,000
TOTAL		2713 (46)	398 (17)	-	-	3,000,000	-	1,200,000
WASHINGTON								
Bellingham	KEH	8694 (3)	0 (0)	2	75	2,875,000	9,075,000	0
Brewster	KEH	580 (7)	55 (10)	18	109	750,000	586,000	164,000
Cape Flattery #401	KEH	649 (36)	0 (0)	11	135	1,525,000	2,017,967	0
Carlew	KEH	186 (22)	16 (9)	17	75	900,000	290,000	610,000
Cusick	KEH	355 (17)	9 (3)	2	74	500,000	293,133	206,867
Grand Coulee	KEH	1515 (13)	690 (84)	0	23	500,000	1,457,000	0
Hood Canal	KE	424 (18)	79 (23)	15	257	200,000	1,300,000	0
Inchelium #70	KEH	188 (76)	0 (0)	100	63	350,000	251,048	99,952
Marysville	KEH	5632 (5)	977 (21)	17	67	800,000	1,565,000	0
Mary Walker	KEH	453 (14)	210 (86)	11	54	1,450,000	1,114,000	336,000
Mount Adams #209	KEH	977 (51)	0 (0)	100	55	2,052,000	937,862	1,114,138
Nespelem #14	KE	178 (83)	0 (0)	99	37	10,000	127,957	0
North Beach	KEH	720 (12)	11 (2)	9	357	240,000	5,322,000	0
Oaksville #400	KEH	373 (28)	42 (12)	13	85	840,000	647,407	192,593
Port Angeles	KEH	4870 (5)	0 (0)	1	90	3,500,000	9,328,936	0
Quillayute Valley	KEH	1400 (10)	75 (6)	1	91	1,000,000	2,443,809	0

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DISTRICT	GRADES	ENROLLMENT CURRENT (% INDIAN)	5 yr. GROWTH NUMBER (%)	DISTRICT LAND % INDIAN	VALUATION PP % TO STATE AV.	ESTIMATED COST OF FACILITIES	LESS LOCAL RESOURCES	(COMPUTED) NEED
WASHINGTON (Continued)								
Taholah #77	KE	159 (96)	6 (4)	72	136	$ 860,000	$ 69,051	$ 790,949
Thurston	KEH	6874 (1)	774 (13)	6	60	150,000	6,300,000	0
Toppenish	KEH	2891 (12)	56 (2)	80	44	1,175,000	1,841,044	0
Quinalt	KEH	420 (7)	20 (5)	11	116	900,000	995,000	0
Wellpinit #49	KEH	195 (89)	10 (5)	90	24	250,000	61,148	188,852
TOTAL		37,734 (8)	2342 (6)	-	-	20,827,000	-	3,693,351
WISCONSIN								
Bayfield JT. #1	KEH	506 (18)	117 (30)	8	28	100,000	101,448	0
Bowler Jt. # 1	KEH	598 (22)	0 (0)	13	44	700,000	837,910	0
Lakeland Union H.S.	H	748 (10)	174 (23)	9	199	500,000	9,084,000	0
Wisconsin Dells Jt. #1	KEH	1660 (4)	152 (10)	1	92	2,200,000	7,751,429	0
TOTAL		3512 (10)	436 (14)	-	-	3,500,000	-	0
WYOMING								
Arapaho #38	KEH	240 (80)	2 (1)	100	20	100,000	20,000	80,000
Ft. Washakie #21	KEH	244 (91)	0 (0)	100	116	325,000	278,395	46,605
Mill Creek Elem # 14	KE	370 (80)	3 (1)	100	41	355,000	42,000	313,000
Wind River #6	KEH	430 (20)	30 (8)	50	188	500,000	583,393	0
TOTAL		1284 (61)	1 (0)	-	-	1,280,000	-	439,605
GRAND TOTAL		265,169 (22)	21,884 (9)	-	-	237,963,723	-	163,949,044

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DISTRICT	ESTIMATED COST OF FACILITIES	LESS ½ LOCAL RESOURCES	(COMPUTED) NEED
ALASKA			
Craig City	$ 2,000,000	$ 14,353	$ 1,985,647
Haines Borough	2,233,770	757,107	1,476,663
Hoonah	250,000	94,960	155,040
Klawock City	90,000	12,500	77,500
Kodiack Is. Borough	400,000		400,000
Nenana City	350,000	37,291	312,709
Nome	2,500,000	133,464	2,366,536
**Nome-Beltz Regional	3,500,000	0	3,500,000
Pelican	650,000	61,898	588,102
St. Marys	250,000	16,125	233,875
Wrangell	2,750,000	412,500	2,337,500
TOTAL	14,963,770		13,433,572
ARIZONA			
Ariclesay H.S. #2	2,601,152	38,614	2,562,538
Chinle #24	12,000,000	397,253	11,602,747
Ganado #19	4,180,427	3,194	4,177,233
Gila Bend	1,000,000	370,542	629,458
Indian Oasis #40	4,834,100	12,247	4,821,853
Kayenta #27	1,750,000	17,500	1,732,500
Moccasin #10	120,000	9,618	110,382
Monument Valley	600,000	207,500	392,500
Page #6	1,500,000	900,000	600,000
Parker #27	1,302,646	73,105	1,229,541
Pierco #18	850,000	110,000	740,000
Sacaton #18	1,400,000	65,850	1,334,150
Sanyside #12	3,150,000	943,159	2,206,841
Tuba City #15	13,678,170	36,311	13,641,859
Whiteriver Elem #20	3,782,636	38,614	3,744,022
Window Rock #8	750,000	0	750,000
TOTAL	53,499,131		50,275,624
CALIFORNIA			
Bishop Elementary	$ 300,000	828,209	0
Mountain Empure Unified	1,600,000	1,000,000	600,000
Princeton Junction Un.	600,000	900,000	0
Round Valley Unified	409,073	439,676	0
San Pasqual Valley	200,000	246,206	0
Valley Center Union	1,250,000	554,377	695,623
TOTAL	4,359,073		1,295,623
IDAHO			
Pocatello # 25	6,000,000	2,251,970	3,748,030
TOTAL	6,000,000		3,748,030
IOWA			
Kiana	300,000	745,584	0
TOTAL	300,000		0

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DISTRICT	ESTIMATED COST OF FACILITIES	LESS ½ LOCAL RESOURCES	(COMPUTED) NEED
KANSAS			
Mayetta-Hoyt #337	860,000	0	860,000
Powhatton #510	-750,000	181,933	568,067
TOTAL	1,610,000		1,428,067
MICHIGAN			
Bark River-Harris	265,000	0	265,000
Baraga Township	110,000	365,250	0
Brimley #17-140	399,500	877,330	311,767
L'Anse Township	364,000	912,500	0
TOTAL	1,138,500		576,767
MINNESOTA			
Nett Lake #707	$ 150,000	1,470	148,530
Park Rapids #309	425,000	212,500	212,500
Red Lake #38	1,000,000	6,545	993,455
TOTAL	5,662,936		1,354,485
MONTANA			
Babb	300,000	74,882	225,118
Box Elder	100,000	32,724	67,276
Brockton	1,297,000	17,706	1,279,294
Browning	14,687,681	0	14,687,681
Charlo	300,000	27,500	272,500
Edgar	1,000,000	85,839	914,161
Elmo	200,000	9,808	190,192
Frazer	1,120,000	59,896	1,060,104
Hardin	750,000	573,922	176,078
Harlem	1,000,000	209,223	790,777
Hays & Lodge Pole	2,788,825	8,048	2,780,777
Heart Butte	2,146,400	6,415	2,139,985
Hot Springs	262,000	0	262,000
Lame Deer	500,000	19,000	481,000
Lodge Grass	3,200,000	468,674	2,731,326
Poplar	800,000	250,000	550,000
Pryor	300,000	44,758	255,242
Ronan	1,000,000	291,489	708,511
St. Ignacius	592,240	77,018	515,222
Wolf Point	350,000	377,219	0
TOTAL	32,694,146		30,087,244
NEBRASKA			
Santee #c-5	900,000	11,375	888,625
Walthill	50,000	160,852	0
Winnebago	300,000	64,468	235,532
TOTAL	1,250,000		1,124,157

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DISTRICT	ESTIMATED COST OF FACILITIES	LESS ½ LOCAL RESOURCES	(COMPUTED) NEED
NEVADA			
Carson City	$ 4,000,000	1,072,226	2,927,774
Churchill County	4,500,000	2,193,250	2,306,750
Clark County	110,000	50,743,020	0
Elko County	400,000	3,731,560	0
Humboldt	243,000	1,477,786	0
Lyon County	12,149,183	2,874,592	9,274,591
Mineral County	412,500	750,000	0
Nye County	225,000	1,438,650	0
TOTAL	22,039,683		14,509,115
NEW MEXICO			
Bernalillo #1	1,133,000	180,000	953,000
Central Consolidated	2,080,000	786,719	1,293,281
Dulce Independent #1	800,000	300,000	500,000
Gallup-McKinley #1	33,643,091	266,189	33,376,902
Magdalena #12	501,600	15,000	486,600
TOTAL	38,157,691		36,609,783
NORTH DAKOTA			
Dunseith #1	875,000	14,500	860,500
Eight Mile School #6	750,000	181,000	569,000
New Town #1	114,532	25,500	89,032
St. Johns #3	2,538,500	17,784	2,520,716
TOTAL	4,278,032		4,039,248
OKLAHOMA			
Anadarko I-13	130,000	3,853	126,147
Bell #33	355,000	8,808	346,192
Boone #d-56	40,000	19,980	20,020
Canton	750,000	229,597	520,403
Carnegie ISD-33	800,000	204,241	595,759
Castle #19	22,000	4,673	17,327
Cottonwood D-4	10,000	24,669	0
Dahlonegah #29	16,000	7,768	8,232
Fillmore D-34	111,765	5,883	105,882
Graham I-32	48,000	29,308	18,692
Grand View #34	40,000	13,000	27,000
Greasy #32	50,000	12,786	37,214
Hammon Independent #66	125,000	158,475	0
Hulbert #17	8,000	8,400	0
Indiahoma #2	103,000	36,500	66,500
Indian Camp D-23	40,000	99,953	0
Justice D-54	25,000	17,632	7,368
Kansas I-3	250,000	6,500	243,500
Kenwood D-30	37,000	2,925	34,075
Marble City D-35	80,000	22,500	57,500
Maryetta #22	50,000	16,173	33,827
Oaks Mission	150,000	3,000	147,000
Pleasant Grove I-5	98,000	31,500	66,500

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DISTRICT	ESTIMATED COST OF FACILITIES	LESS ½ LOCAL RESOURCES	(COMPUTED) NEED
OKLAHOMA (Continued)			
Ryal D-3	200,000	7,700	192,300
Rocky Mountain D-24	23,800	5,527	18,273
Salina I-16	258,796	1,500	257,296
Shady Grove #26	30,000	8,900	21,100
Smithville	170,000	25,000	145,000
Spavinaw D-21	18,000	27,498	0
Stillwell I-25	655,000	101,500	553,500
Stony Point	42,000	14,256	27,744
Tenkiller #66	250,000	54,500	195,500
Watonga Independent	144,000	9,708	134,292
Wickliffe D-35	30,000	5,693	24,307
Wolf Independent #13	93,000	27,288	65,712
TOTAL	5,255,361		4,114,162
OREGON			
Jefferson City #509-J	231,400	0	231,400
Umatilla County	600,000	5,900,000	0
TOTAL	831,400		231,400
SOUTH DAKOTA			
Andes Central Ind.#103	$ 700,000	456,821	243,179
Todd County Independent	1,160,000	649,114	5,108,860
Shannon City Indp. #1	725,000	309,850	415,150
Sisseton Independent#1	4,500,000	584,140	3,915,860
Smee Independent #5	347,000	39,584	307,416
Summit Independent #19	75,000	6,843	68,157
Waubay Independent#184	5,075,000	327,900	4,747,100
West River #18	300,000	745,893	0
White River Indp. #29	1,500,000	507,269	992,731
Wilmot Independent #2	2,400,000	340,000	2,060,000
Winner Independent#110	35,000	6,776	28,224
TOTAL	17,317,000		17,886,677
UTAH			
San Juan	3,000,000	905,000	2,095,000
TOTAL	3,000,000		2,095,000
WASHINGTON			
Bellingham	2,875,000	4,537,500	0
Brewster	750,000	293,000	457,000
Cape Flattery #401	1,525,000	1,008,984	516,016
Curlew	900,000	145,000	755,000
Cusick	500,000	146,567	353,433
Grand Coulee	500,000	728,500	0
Hood Canal	200,000	650,000	0
Inchelium #70	350,000	125,524	224,476

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DISTRICT	ESTIMATED COST OF FACILITIES	LESS ½ LOCAL RESOURCES	(COMPUTED) NEED
WASHINGTON (Continued)			
Marysville	800,000	782,500	17,500
Mary Walker	1,450,000	557,000	893,000
Mount Adams #209	2,052,000	468,931	1,581,069
Nespelem #14	10,000	63,979	0
North Beach	240,000	2,661,000	0
Oaksville #400	840,000	323,704	516,296
Port Angeles	3,500,000	4,664,468	0
Quillayute Valley	1,000,000	1,221,905	0
Taholah #77	860,000	34,526	825,474
Thurston	150,000	3,150,000	0
Toppenish	1,175,000	920,522	254,478
Quinalt	900,000	497,500	402,500
Wellpinit #49	250,000	30,574	219,426
TOTAL	20,827,000		7,015,668
WISCONSIN			
Bayfield JT. #1	100,000	50,724	49,276
Bowler Jt. # 1	700,000	418,955	281,045
Lakeland Union H.S.	500,000	4,542,000	0
Wisconsin Dells Jt. #1	2,200,000	3,875,715	0
TOTAL	3,500,000		330,321
WYOMING			
Arapaho #38	100,000	10,000	90,000
Ft. Washakie #21	325,000	139,198	185,802
Mill Creek Elem # 14	355,000	21,000	334,000
Wind River #6	500,000	583,393	0
TOTAL	1,280,000		609,802
GRAND TOTAL	237,963,723		190,764,745

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COMPUTED NEEDS OF STATES
BY IMPACT

STATE	MAJOR	HEAVY	MINOR	UNUSUAL
Alaska	$ 8,848,820	$1,925,000	$1,109,557	$ 0
Arizona	44,693,085	0	2,679,034	0
California	0	0	141,247	0
Idaho	0	0	1,496,060	0
Iowa	0	0	0	0
Kansas	0	386,135	860,000	0
Michigan	0	0	489,034	0
Minnesota	5,221,906	0	0	0
Montana	26,047,642	828,322	1,362,227	0
Nebraska	1,048,316	0	0	0
Nevada	0	0	0	8,369,048
New Mexico	35,061,876	0	0	0
North Dakota	3,348,932	451,532	0	0
Oklahoma	934,337	1,010,636	1,296,886	0
Oregon	0	0	231,400	0
South Dakota	734,909	3,818,183	1,802,764	4,419,200
Utah	0	1,200,000	0	0
Washington	2,193,891	0	1,316,867	182,593
Wisconsin	0	0	0	0
Wyoming	439,605	0	0	0
TOTAL	128,573,319	9,619,808	12,785,076	12,970,841

Wyoming Indian High School

PHONE 307 — 332-2773 or 332-4248

P. O. BOX 145 ETHETE, WYOMING 82520

JAN 22 1973

January 18, 1973

National Indian Training and Research Center
Suite 107
2121 South Mill Avenue
Tempe, Arizona 85282

Attention: Francis McKinley
Executive Director

Enclosed are estimates for our building needs, We are not a public school yet, but we are involved in redistricting Fremont County, Wyoming, under the State Law.

The State committee have recommended that the Reservation have a district and we hope to start operating a Public High School within the next 4 - 5 years.

We are operating a high school funded by the Bureau of Indian Affairs on year to year basis, until a public high school can be created.

We have some buildings now, but are not adequated for us to gain accreditation and are still working for more facilities so we can offer our Indian Students Facilities needed to fulfull their educational needs to live in the modern society.

Sincerely,

Al Redman
Project Director

Enclosures

TABLE ON the WYOMING INDIAN HIGH SCHOOL (Ethete, Wy.)

Current enrollment data: 86 (100% Indian)

		PROJECTS: VOCATIONAL TECHNICAL BUILDING	LIBRARY BUILDING	COMBINATION GYM-LUNCH ROOM, CAFETERIA	BUS GARAGE	SWIMMING POOL
TYPE OF CONSTRUCTION:	New Facilities	yes		yes	yes	yes
	Expansion		yes			
JUSTIFICATION:	Expansion to house unhoused children		yes	yes		yes
	To replace temporary buildings	yes	yes			
	To meet health and safety standards	yes	yes	yes		yes
	To develop housing for innovative programs	yes		yes		yes
	To enroll addition (250) children in Fed. schs.	yes	yes	yes	yes	yes
	When needed	now	now	now	now	now
ESTIMATED COST FOR PROJECT & COMPUTED NEEDS (no available resources)	COST ESTIMATES	$ 225,000	250,000	280,000	110,000	210,000

TOTAL COST ESTIMATE $ 1,075,000

less AVAILABLE RESOURCES 0

TOTAL COMPUTED NEED $ 1,075,000

PERTINENT DATA CONCERNING LATE REPORTING DISTRICTS

District	Enrollment Current (% Indian)	Estimated Costs	Available Resources	Computed Need	Priority Index
MINNESOTA					
Independence #115	935 (36)	$1,272,000	$ 53,421	$1,218,579	70
Independence #576	775 (5)	2,300,000	1,220,000	1,080,000	10
Red Lake (upgraded original need estimate by:				4,087,936	
NEW MEXICO					
Espanola #45	5,927 (6)	2,072,000	850,000	1,222,000	12
Grants #3	4,929 (21)	2,100,000	225,000	1,825,000	44
Los Lumas #1	3,450 (9)	1,750,000	280,000	1,500,000	20
Ruidosa	910 (7)	2,500,000	500,000	3,000,000	28
		11,994,000		12,933,515	

The survey data of the six(6) late reporting districts and the one(1) district upgrading its original need estimate affect the total construction aid needs as shown in the following table:

	162 Districts	Plus total needs of seven (7) late reporting districts
COST --- ESTIMATE	$ 237,963,723	$ 254,045,659
COMPUTED NEED (less available resources)	163,949,044	276,882,559
COMPUTED NEED (less 1/2 available resources	190,764,745	296,401,892

DISTRICTS IN STATES REPORTING NO CONSTRUCTION AID NEEDED

STATE	NUMBER OF STATE DISTRICTS REPORTING	NEEDS MET BY LOCAL TAXPAYERS	NEEDS MET BY PRIOR PL 815 GRANTS
Alaska	8	8	2
Arizona	12	12	5
California	6	6	2
Colorado	2	2	2
Idaho	1	1	1
Michigan	1	1	0
Minnesota	13	13	0
Montana	3	3	0
Nebraska	1	1	0
Nevada	1	1	1
New Mexico	3	3	2
North Dakota	1	1	1
Oklahoma	8	8	5
South Dakota	5	5	1
Washington	10	10	2
Wisconsin	9	9	1
Wyoming	2	2	1
TOTAL	86	86	26

NATIONAL INDIAN TRAINING AND RESEARCH CENTER
SUITE 107 • 2121 SOUTH MILL AVENUE • TEMPE, ARIZONA 85282
PHONE (602) 967-9484

February 28, 1973

Dear Superintendent of Schools:

The U.S. Congress, through the Bureau of Indian Affairs, has authorized a survey of the construction needs of public schools enrolling Indian children and which are eligible for certain Federal funding. We are pleased to advise you of our being chosen to make this survey.

Our survey design is developed primarily to present your needs and your recommendations in a comprehensive report along with other school superintendents in the 23-state area. If you have or expect to have (within 5 years), construction aid needs related to the education of Indian children, please complete the brief questionnaire schedules in the attached forms. If no construction aids are anticipated (within 5 years) in your district, we would appreciate very much your completing the last page of this questionnaire.

Please complete at your earliest convenience and return to your State Department of Education unless otherwise instructed by personnel from that office. Hopefully, we can receive your report of needs by April 1, 1973.

If the terminology used in these forms is different from that used in your state, please adapt our form to conform to your state terminology. We are thinking particularly of ADA vs. ADM or ANB, assessed valuation vs. taxable valuation in some states.

Please feel free to call us about any questions you may have concerning the survey. To better serve your interest, we solicit your timely assistance and cooperation.

Sincerely yours,

Francis McKinley

Francis McKinley
Executive Director

FM/vew

Enclosures

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CONSTRUCTION AID SURVEY OF PUBLIC SCHOOLS ENROLLING INDIAN CHILDREN

Basic Data Schedule:

State: _____ School District: _____
(Give legal name & number:

Mailing Address: _____

Telephone Number: _____

Grades taught: (circle) K 1 2 3 4 5 6 7 8 9 10 11 12

Enrollment, current year (1972-73): (Use total district enrollment. If unusual Indian impacts exist in certain attendance units of district explain on back of page)
Total (all students) _____
Total (JOM Indians) _____
Percent Indian _____

Enrollment, projected for year 1977-78 (Based on growth pattern or other known factors. If other factors explain on back of page)
Total (all students) _____
Total (JOM Indians) _____
Percent Indian _____

Ability to finance needed construction:

Land area size of district ..... _____ (acres or sq. miles)
Indian-owned non-taxable land in district _____ (acres or sq. miles)
Percent Indian land in district..... _____

Total amount of assessed valuation in district _____
Assessed valuation per child in ADA or ADM _____
State average assessed valuation per child _____ (ADA or ADM)
Percent above or below State average _____

(For valuation data use prior year published data for similar type districts. If information not available, leave blank for State personnel to complete)

Bonding Capacity:
Amount allowed by State law _____
Present bonded indebtedness _____ (actual & 1 yr. anticipated
Unused bonding capacity _____

Does the State have a construction aid program? ☐ Yes ☐ No
If yes, what is expected for your district? _____

_____

_____

Effort to finance education:
Total district levy last year (1971-72) _____ (mills or amount
Total levy current year (1972-73) _____ per $100 valuation)

Name and Title of Person Completing Forms:

NAME: _____ DATE: _____

TITLE: _____

CONSTRUCTION AID NEEDS

Several construction units may be included in a single project. Use an additional page for each separate project.

PROJECT: (Briefly describe each construction unit needed in Project)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Type of construction: (Check all that apply)

/__/ New facility

/__/ Expansion of existing facility

/__/ Remodeling

/__/ Other (Specify): _____

_____

_____

When needed:

/__/ Now Within /__/ years

Funding Requirement: $_____

Amounts available:

--by cash on hand $_____

--bonds (authorized, not sold) $_____

--unused bonding capacity $_____

--other (list) $_____

Total available $_____

AMOUNT NEEDED $_____

Justification of Construction Aid Needs (See NOTE below)

- ☐ To house expanded enrollment
- ☐ To replace temporary buildings
- ☐ To meet health and safety standards
- ☐ To develop housing for new and innovative programs
- ☐ Will enable District to enroll _____ children now in Federal boarding schools.
- ☐ Other (specify): _____

_____

_____

NOTE: IF YOU ALREADY HAVE A BROCHURE OR A PLAN THAT PORTRAYS YOUR CONSTRUCTION NEEDS, WE WOULD GREATLY APPRECIATE A COPY.

Comments on Justification:

_____

_____

_____

_____

_____

_____

_____

_____

NOTE: To assist us in the development of priority tables, it is necessary to complete the following:

Total estimated membership of all children (as of end of increase period - 1977-78)..... _____

(LESS) Total normal capacity (of usable or available school facilities)..... _____

Total number of UNHOUSED CHILDREN..... _____

FUNDING POSSIBILITIES AND RECOMMENDATIONS

If PL.815, as presently operated, was adequately funded, do you believe your needed funds could be secured under this Federal Aid program? /__/ Yes /__/ No

Comment: _____

_____

_____

If PL.815 was amended or altered, do you believe your construction aid need could be then met under PL.815?

Yes -- How Amended: _____

_____

No -- Why not: _____

_____

In addition to PL.815, some school districts, on occasion, have had their critical needs met by special requests to the Congress for inclusion of construction funds in the regular BIA budget. In other instances impact needs have been met by transfer of surplus BIA facilities to the school district under JOM Act authorities. In your opinion, do these latter methods (or a combination with PL.815) provide a better means of meeting your requirements?

Comment: _____

_____

_____

_____

Or is there some new approach through new Federal legislation that you would recommend to meet justifiable Indian impact requirements.

Comment: _____

_____

_____

_____

(If more space is needed, use back of page)

TO BE COMPLETED ONLY BY THOSE SCHOOLS NOT NEEDING FEDERAL CONSTRUCTION AID

The school construction needs in our district have been met by:
(Check all that apply)

- ☐ Local taxpayers through bonding programs
- ☐ State construction aid
- ☐ Prior PL.815 grants
- ☐ The B.I.A.
  - ☐ through transfer of surplus buildings
  - ☐ through construction grants designated by the Congress
- ☐ OTHER (Specify): _____

_____

_____

_____

_____

_____

_____

CONSTRUCTION AID SURVEY OF PUBLIC SCHOOLS ENROLLING INDIAN CHILDREN

Supplemental Basic Data Schedule (from State Education Records)

School District:
(name & number)

Enrollment data (for past 5 years)

School Year	Total (all)	JOM Indians	Percent Indian	Growth Rate
67-68	_____	_____	_____%	
68-69	_____	_____	_____%	_____%
69-70	_____	_____	_____%	_____%
70-71	_____	_____	_____%	_____%
71-72	_____	_____	_____%	_____%

Effort to finance education:
(use State average for similar type districts)

	Total Levy	State Average	Above or below State average
School year: 67-68	_____	_____	_____
68-69	_____	_____	_____
69-70	_____	_____	_____
70-71	_____	_____	_____
71-72	_____	_____	_____

Comments by State Personnel: (especially comments that would assist us in assigning priorities)

_____

_____

_____

_____

Person completing questionaire: (name) _____

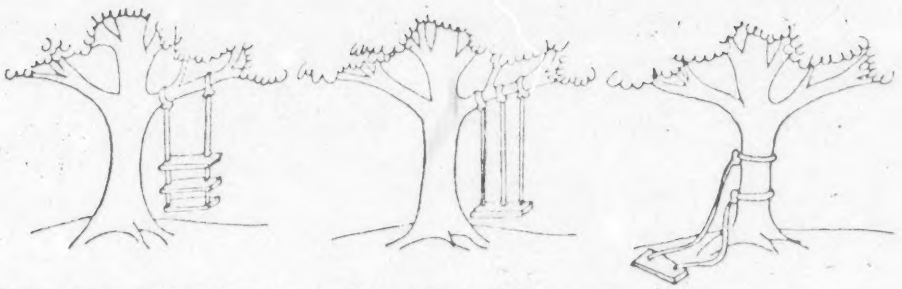
(title) _____

DEAR READER,

PLEASE INDULGE A BIT OF LEVITY AFTER READING THIS PROFOUND AND SERIOUS REPORT. THERE MAY BE SOME HIDDEN RELATIONSHIPS BETWEEN THIS CARTOON AND PORTIONS OF THE FINDINGS IN THE STUDY.

RESPECTFULLY,

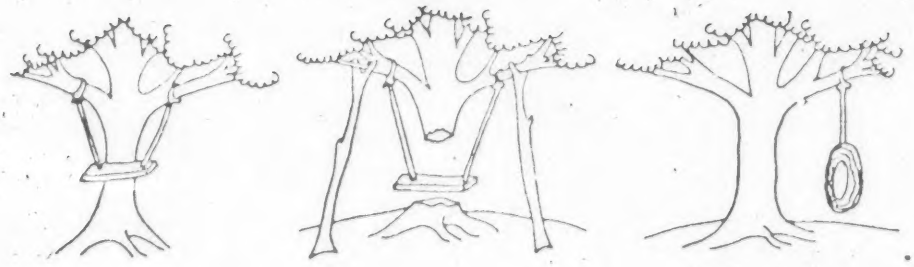
NITRC Survey Personnel



HOW THE SALESMAN SOLD IT

HOW THE DIVISION OF SUPPLY ORDERED IT

HOW THE ENGINEER DESIGNED IT



HOW PUBLIC WORKS INSTALLED IT

HOW MAINTENANCE MADE IT WORK

WHAT THE INDIANS REALLY WANTED